

Syllabus for Developmental Psychology (Fall 2025)

PSY 0431-01 - Developmental Psychology [Fall 2025]

Course Information

Developmental Psychology	Class Number	PSY 0431
	Section	01
	Semester	Fall 2025
	Description	Prerequisites: Restricted to upper-division Psychology and Child and Adolescent Development majors; PSY 200 or equivalent. Fundamental principles of developmental psychology; origin and development of behavior.

Schedule Information	HSS Building 135	W 16:00 to 16:50
----------------------	-------------------------	-------------------------

Instructor

J Yow	Contact	via Canvas Inbox!
	Office Information	Office Hours Through Zoom! Mondays from 10am-12pm and by appointment. Sign up on Calendly

Communication Plan

[Canvas Inbox!](#) I'll respond to messages within 48 hours, Monday through Friday, excluding school holidays. Also, **be sure your Canvas notifications are set up** so you get all announcements from this course and any emails!

Course Text

Invitation to the Life Span, 5th edition
(Required)

Author(s)
Publisher

Berger, K. S.
Macmillan Learning

Text Versus Lecture

When there's a disagreement between the text and the lecture this difference will be clarified (to the extent possible) in class. In the case of exam questions and assignments, you're responsible for all material (including lecture notes, Canvas discussions and critical thinking exercises) and all assigned chapters of the text,

In some cases, the textbook will provide information we won't get to in the lecture; in others, the text will serve primarily as a support to the lecture (but will not add additional material); and in others, the lecture will go into areas not in the text. In terms of what will be covered in exams, these will be largely application, so you don't have to worry about recalling specific information from the text or lectures; you'll just need to be able to apply what we're learning in real-life scenarios.

When studying for an exam, it's a good idea to focus on the PowerPoints for each topic the exam will cover to get a broad understanding and then follow up with the text to get more info/details!

Supplemental Readings

I may ask you to read several short articles in addition to your textbook this semester. If an article is assigned, I'll put it, and more details, on Canvas!

If you've found a really interesting outside article related to lifespan development, please send it to me! I'd love to read it!

Course Advisories

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 52 hours over the length of the course (normally 3 hours per unit per week) for lecture, instruction, homework assignments, and preparation/study or course-related activities.

Canvas Learning Management System

All class meetings will take place in person. However, this is a tech-enhanced class. This means we will use Canvas to conduct much of the course business. You will log in to access the syllabus and course schedule, check out your personal grade book, or send me an email. You will also use Canvas to have periodic discussions and submit assignments, quizzes, and exams. Class announcements from me will be posted on the Announcements board in Canvas. **Please note:** Because so much will occur on Canvas, you also need to be sure your notifications are set properly so you do not miss any information posted there!

Canvas can be accessed from your student [SF Gateway page](https://inside.sfsu.edu/) (https://inside.sfsu.edu/) or the [Canvas Login Page](https://canvas.sfsu.edu/) (https://canvas.sfsu.edu/). For more information on Canvas, you can access materials from the SFSU Canvas [Support and Training page](https://canvas.sfsu.edu/canvas/support-and-training.html) (https://canvas.sfsu.edu/canvas/support-and-training.html)

HYBRID CLASS Schedule

Each week's assignments will open on Canvas by Sunday morning. **Because this is a Hybrid class, it is designed so that we can interact with the material and facilitate learning during our in-person time, where we will get to discuss the material we've gone over outside of class!** Therefore, everyone will need to have *read the week's material before* we meet in person (we will have in-class discussions, and you also don't want to leave your classmates hanging!). The weekly reading quiz will also open by Sunday morning, and it will cover the material for that week. You have all week to complete the weekly reading quiz, up until 11:59pm the following Sunday when the new week's assignments are released.

Teaching Philosophy

I understand that students tend to learn in a variety of ways. Therefore, I attempt to teach this course from a variety of angles, including discussion, activities, & lecture notes.

This semester, we'll examine a great many topics from a variety of points of view. I recognize that I'm not unaffected by these topics and positions, nor do I hold an unbiased view. My hope is to present all concepts in a way that will stimulate thinking. To do this, I encourage discussion and various viewpoints, even if they differ from the text or my own! I want all students to keep an open and discerning mind when discussing the course material; we learn best when we engage, question, and work to understand.

The only caveat to this is that all communication amongst ourselves must be made with respect and care. Expressed frustrations are to be directed at challenges with ideas or concepts and not fellow classmates or myself. (This is especially important when we're discussing subjects with which you may not agree or have experienced differently.)

If you're having difficulty with any material, you're probably not alone. Please let me know as soon as possible (by Canvas Inbox, during class, or office hours, or via the Q&A forum on Canvas) and I'll do my best to clarify the material!

Classroom Culture

We represent a rich variety of backgrounds, abilities, and perspectives. It is integral for me that I provide an atmosphere for learning that respects diversity and feels safe for all.

While working together to build our classroom community, I ask all students to:

- Share their unique experiences, values, and beliefs Be open to the views of others
- Honor the uniqueness of other students
- Appreciate the opportunity that we have to learn from each other in this class

- Value each other's opinions and communicate in a respectful manner
 - Keep confidential discussions that the community has of a personal (or professional) nature
 - Use this opportunity together to discuss ways in which we can create an inclusive environment in this course, across campus, and in our society at large
-

Assignments

Reading Quizzes – 30% of Final Grade

I'll always try to elaborate on the main points of our weekly material, but it's impossible for us to discuss the entire text during the course of the semester. It's very important to me, however, that students gain a full understanding of each concept/chapter. Therefore, we will have reading quizzes each week. These quizzes will be available on Canvas and will cover material from the text. These quizzes will ensure that you are reading and understanding the material, and they will prepare you for the exams.

Weekly reading quizzes will open on Sunday mornings and close the next Sunday at 11:59pm.

Everyone has three (3) chances to get a perfect score! The highest score will be counted. However, please know the questions may change each time you take the quiz, so stay sharp! Also, please note, there will be no make-up quizzes without a verified, documented, and compelling reason. Our schedule is purposefully the same each week and is listed on the course schedule, so I do not accept forgetting or being too busy as legitimate reasons for missing an assignment.

Exams – 40% of Final Grade

All exams will be made up of multiple-choice, true-false, and possibly short-answer questions taken from the course text. The exams are not cumulative beyond the chapter set they focus on. **All exams will be open from 12am the day they are opened (usually Thursdays) to 11:59pm the following Sunday**, giving students four (4) days to choose from to take the exam, **except for the final, which will be open for a period allowing over four (4) days** to take the final (TBD depending on course dates). **Students will have a generous allotment to take each exam** (specific amounts vary and are announced on each exam's page). Please pay close attention to the dates the exams open and close, as I will not reopen exams or offer make-up exams without a documented, verifiable, and compelling reason.

I view exams not just as tests of knowledge, but as learning opportunities. Therefore, you should have your book, notes, and PowerPoints on hand when taking the exam. This will give you a chance to refresh yourself on the material. This is especially important as the exams will test you on concepts and ideas rather than definitions. However, even though these exams are open-book, you should plan to study for them as you would for any closed-book exam. You will not have time to look up every answer!

Important Note: Questions on each exam will appear one at a time and will lock in as soon as you've answered the question and moved forward. Students will not be able to go back and forth on exam questions.

All students will be allowed to take each exam one (1) time. Please make sure you plan well and give yourself ample time to prepare for and take the exams so you don't have undue stress around them!

Important Note Regarding Both Quizzes & Exams

Keeping quizzes/exams open for several days is a courtesy to students; I know everyone has different schedules! But it means that everyone will take the quizzes/exams at different points during the availability period. Therefore, please do not work with classmates or discuss or post quiz/exam questions in the discussion boards or outside of class (even if the exam is closed, as there may be a scheduled makeup). If you have questions about a quiz/exam, please send me a message through Canvas Inbox. Discussing quiz/exam questions and answers with classmates is the same as sharing questions and answers, for instance, during an exam in a face-to-face class, and will result in 0 scores for all involved.

Although it is fine to refer to your textbook or notes during a quiz/exam, please **do not** use the Internet. This is unacceptable and is considered cheating (you are likely to get wrong answers anyway, due in part to the differences in the way developmental psychology is considered and taught by those from different schools of thought). Additionally, I know that many use digital books and notes, and using them during quizzes and exams is fine, but please know that on my end, I can also see patterns of activity, for example, if you collapsed or moved away from the quiz/exam page, and when you returned to the quiz/exam. If I see that you repeatedly moved away from and then returned to the canvas quiz/exam page in a particular pattern to answer certain items on a quiz/exam, I may contact you to discuss it. A pattern of repeated instances of this kind may result in a 0 score. To avoid problems, I suggest that you:

1. Start your quiz or exam only when you are ready to take it in its entirety.

2. Expand the Canvas quiz/exam page to the full-screen size to avoid screen distractions in the background (if you have digital notes, open a window for each and have them side by side; that way, you can scroll through your notes without leaving the Canvas page).
3. Avoid clicking or drifting off the page as much as possible until you have submitted your quiz/exam.

Quiz/Exam Technical Problems

If you have technical problems during a quiz or exam, please message me immediately via Canvas Inbox and before the cut-off time to let me know what happened. If you have technical problems during a quiz/exam and you email me after the due date/time (the next day, for example), you will not be able to make it up.

If you repeatedly have technical problems during quizzes and exams, I will ask you to find another, more reliable system or computer on which to take your quizzes and exams. Most students do not have technical problems during quizzes or exams. If a student does have a problem, it is usually a one-time experience.

Please be aware that, on my end, I can see when (i.e., date and time) you access and attempt all of your assignments. Canvas shows me this information even if there is a technical problem during the quiz/exam, even if the quiz/exam shuts down in the middle of it without you submitting your answers, and even if you lose internet service before answering a question. Canvas records everything you do within the course.

Make-up Exams

Standard make-up exams are only offered on a case-by-case basis. Students who miss an exam for a serious, documented, and verifiable reason may take a make-up exam within seven days of providing documentation. I am required to obtain such documentation, so please email me a copy of the documentation if you contact me for a makeup. The make-up exam will be open for 24 hours, and the student will have the same amount of time to take it as originally allotted.

Please remember that I don't accept forgetting, getting dates mixed up, not checking Canvas for notifications, non-emergency travel, or being too busy to take a quiz or an exam as compelling reasons for not turning in a quiz/exam, and will not offer make-ups or extensions for these (or similar) reasons.

If you need to make up an exam, please contact me to discuss arrangements and send me the necessary documentation. If you know you won't be able to take an exam as listed on the syllabus, please send me a Canvas Inbox message immediately so we can discuss options! If you need to reschedule an exam, I must know at least a week in advance.

Class Participation – 30% of Final Grade

Learning with others is one of the best ways to get a more rounded comprehension of whatever subject you're tackling. Hearing others' perspectives and key takeaways on concepts creates many avenues for crystallizing your understanding. That's why it's great you've chosen an in-person class! That being said, I know not everyone feels comfortable speaking up in front of the whole class. While I highly encourage you to try as much as possible (exposure therapy is real!), don't worry, there will be multiple ways to participate, including small group in-class and online discussions, and the **"in-class" reflections posted to Canvas**, which serve as **class-participation credit** as well as attendance markers. They will open during our class time (and a question will be presented during our session) and will close the same day, so be sure you complete the in-class reflection ASAP, so as not to jeopardize your participation points or attendance!

Missing and Late Assignments

This is not an asynchronous course when it comes to class meetings and deadlines. All assignments are due by 11:59 pm on the day they are due. Again, as a rule, *I don't accept late assignments*. I reserve the right to consider accepting a late assignment with a documented, compelling, and verifiable reason on a case-by-case basis. If you need an extension, please email me or stop by office hours so we can discuss it well **before** an assignment is due.

If you think you might have a problem meeting an assignment, quiz, or exam deadline, please email me as soon as possible and well before the deadline.

If you, unfortunately, experience a crisis at home or in your family, please don't hesitate to reach out; if the event affects your ability to turn in assignments during the semester, I will refer you to the [Dean of Students](https://dos.sfsu.edu/) (https://dos.sfsu.edu/) so that their office can help you during that extremely challenging time; they can help you process any necessary accommodations and get connected with [crisis counseling](https://psysevs.sfsu.edu/) through the SFSU Counseling and Psychological Services Center (CAPS; https://psysevs.sfsu.edu/) or other services, as needed.

Grades

This course uses a "weighted" grade evaluation. What this means is that each component of learning has a different influence on the final grade. As noted above, the weekly reading quizzes will contribute 35%, exams will contribute 45%, and class participation will contribute 20% to your total score.

Visit the "Grades" link in Canvas to keep track of your grades. The minimum number of percentage points to earn each grade is as follows:

A: 93%	A-: 90%	
B+: 87%	B: 83%	B-: 80%
C+: 77%	C: 73%	C-: 70%
D+: 67%	D: 63%	D-: 60%
F: below 60%		

One note on final grades: Unless there's been a computational error, all grades are final. I don't round up scores, nor do I offer any extra credit after the third exam. I won't respond to any emails requesting a grade change for any reason aside from a mathematical error.

Course Policies

Attendance

Per SFSU Policy, attendance is required. This means that everyone must attend all classes and participate in the class process to succeed in this course. You are allowed a total of three (3) absences, whether excused or unexcused. This means you can be absent three (3) times for the entire semester, with or without letting me know. However, you may be withdrawn from the class if you have excessive absences. "Excessive unexcused absences" is defined as having four (4) or more absences that have not been excused by me. All absences are unexcused unless you and I interact about the absence, and I inform you that the absence is excused. Allowed absences (or absences that will typically be excused) are for emergencies, illnesses, and other such circumstances that are beyond your control. If you know you must be absent, please contact me to let me know before or during the absence. Based on the circumstances, I may excuse your absence.

Allowed absences (or absences that will typically be excused) are for emergencies, illnesses, and other such circumstances that are beyond your control. If you know you must be absent, please contact me to let me know before or during the absence. Based on the circumstances, I may excuse your absence.

Religious Holidays

The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/ she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Classroom Conduct

This classroom is a learning space for everyone. It's important that we all respect each other and do our best to avoid disruptive behavior. Disruptive behavior includes making rude, inflammatory, lewd, or otherwise inappropriate remarks during class discussion on Canvas or in person.

If a student is disruptive, I will warn them the first time. The second time an offense occurs, the student will lose 15 points from their total grade. After this time, any further infractions will be referred to the chair.

If you have an issue with another student, please bring it to my attention and let me handle it. If you have a concern about my teaching methods, please come to office hours to discuss them. It is important that we all make every effort to keep the conversation civil and productive.

Please familiarize yourself with [SFSU's code of student conduct \(https://conduct.sfsu.edu/standards\)](https://conduct.sfsu.edu/standards).

Course Notes

All course notes in PowerPoint format will be available on Canvas as a PDF, and I'll post the course notes for the chapter each week. These will be abridged and will not include all the instruction given in class, but they are valuable study tools, so be sure to download and refer to them often.

Important Copyright Note:

In order to maintain both my intellectual property and a safe space in which students can express themselves in reflections and discussions, **students may not post any course materials to any third-party sites (such as Chegg) or post any recordings, screenshots, audio, or chat transcripts** in any setting **outside the class**. **Violations of this are subject to student disciplinary action.** If you have questions about this, please send me a Canvas Inbox message!

Recording

I ask that no one record the class sessions, especially due to the potential of sensitive topic discussions during class, unless there are DPRC accommodations in place that allow a student to do so. If you have such accommodations, please reach out. Posting and sharing recordings authorized by DPRC provisions is also not allowed.

Cheating and Plagiarism

Just as I'll attempt to provide a fair environment for everyone to succeed in this course, I also expect each student to act in a fair and honest manner. **This means that I expect you to do your own work, not share quiz or exam questions or answers with your classmates or other students, not upload quiz or exam questions or answers to the Internet, and not work with others to complete the quizzes or exams.**

Plagiarism is a form of cheating; it occurs when someone misrepresents the work of another as their own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment. It also includes employing or allowing another person to write or alter work that a student then submits as their own. Neither cheating nor plagiarism will be tolerated in this class.

Any student who cheats or plagiarizes will earn a zero on the assignment in question and a full letter grade deduction; if a further incident occurs, or the initial incident warrants, a letter will be forwarded to the Student Discipline Office for possible disciplinary action. Furthermore, any instances of cheating and plagiarism may be reported to the Department Chair if deemed necessary.

If you have any questions about plagiarism or cheating, please don't hesitate to ask me. While we won't have much "writing" in this class (versus an English class, for example), the following information on plagiarism is important and still applies if/when we have writing assignments.

The **most common question** I get is **whether copying something from the internet for a paper or project without citing the source counts as plagiarism**. The answer is **absolutely**. It doesn't matter if you copy from Wikipedia (although you shouldn't, as it's not a reliable primary source to begin with; always scroll down and check out the references!), or a description from Amazon, or one of your friends' Facebook statuses. If it isn't your own work, you must cite it without exception. (Yes, even TikTok needs to be cited, even if it's your own!) Visit [The Purdue Online Writing Lab \(OWL\)](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html) for a fantastic resource on APA style (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html).

Another common question I get is: **"Do I need to cite if I just paraphrased someone else's idea?"** And the answer to that is also: **Yes, absolutely!** Get in the habit of citing as much as you can. You'll need this skill for all your upper-division psych courses! Just changing word order without attribution is also plagiarism—as is running sentences through an app or website that changes the words. I can tell when this is being done—and so can TurnItIn, the application SFSU uses to check for similarities.

Here's a newer question I've gotten: **"Can I use a program that writes answers for me or rephrases the work of others to make it appear different?"** The answer to that is **absolutely not**. This is cheating and goes against the rules of the class. Please don't do this!

One more question I get is: **"Can I respond to short-answer or essay questions with long quotes as long as they're cited correctly?"** The answer to that is **"No."** While this is technically not plagiarism, it's generally bad form and will earn you a score of zero for the assignment. I want to read your answers, not someone else's!

All work for this class must be original and created specifically for this course. You may not submit an assignment that you've written for another class for this course. This is actually called "self-plagiarism"! Any recycled work will automatically earn a score of zero.

Please familiarize yourself with SFSU's guidelines on [plagiarism](https://conduct.sfsu.edu/plagiarism) and [academic dishonesty](https://conduct.sfsu.edu/academic-dishonesty) (<https://conduct.sfsu.edu/plagiarism>; <https://conduct.sfsu.edu/academic-dishonesty>).

Submission Policy: I Grade What You Turn In

Please note that it is the responsibility of each student to ensure that assignments are turned in by the deadline and to include the correct document. I will only grade what is turned in. It is each student's responsibility to ensure that documents that are turned in are openable, not corrupted or blank, and not an assignment for another course. Any blank, incorrect, or corrupted documents will

automatically earn a zero.

Tentative Course Schedule

(subject to change)

NOTE: Modules will open on Sundays and "close" (all assignments must be in) on the following Sunday at 11:59pm (this gives you 8-day weeks to turn in assignments!) However, this also means overlap with the opening of the next module and its assignments. Plan accordingly!

Meeting Place/Time: HSS Building 135 | **Wednesday** 4:00pm to 4:50pm

Modules & Dates	Topic & Notes	Assignments & Due Dates
Chapter 1 Module 8/24/25 – 8/31/25	Chapter 1 The Beginnings: The Science of Human Development NOTE: This week only, because there are several "getting started" tasks, the Chapter 1 Reading Quiz deadline will be extended to next week, when all Chapter 2 assignments are due. 🙏	 Read the Syllabus!  Read Chapter 1 <u><i>Due by 8/31/25 (11:59pm):</i></u> 🧐 Syllabus Quiz 🖥 Update Your Canvas Profile (add a photo and update the bio section) 🖥 Introductions DBA 🕒 Chapter 1 Reading Quiz due next Sunday!
Chapter 2 Module 8/31/25 – 9/7/25	Chapter 2 The Beginnings: From Conception to Birth	 Read Chapter 2 <u><i>Due by 9/7/25 (11:59pm):</i></u> 🧐 Chapter 1 Reading Quiz 🧐 Chapter 2 Reading Quiz
Chapter 3 Module 9/7/25 – 9/14/25	Chapter 3 The First Two Years: Body and Mind	 Read Chapter 3 <u><i>Due by 9/14/25 (11:59pm):</i></u> 🧐 Chapter 3 Reading Quiz
Chapter 4 Module 9/14/25 – 9/21/25	Chapter 4 The First Two Years: The Social World	 Read Chapter 4 <u><i>Due by 9/21/25 (11:59pm):</i></u> 🧐 Chapter 4 Reading Quiz
Chapter 5 Module 9/21/25 – 9/28/25	Chapter 5 Early Childhood Body and Mind Exam Alert Exam 1 is open for 4 days	 Read Chapter 5 <u><i>Due by 9/28/25 (11:59pm):</i></u> 🧐 Chapter 5 Reading Quiz
Exam 1	Exam 1 covers Chapters 1–4	🕒 Exam 1 (opens Thursday, 9/25 at midnight)

Modules & Dates	Topic & Notes	Assignments & Due Dates
Chapter 6 Module 9/28/25 – 10/5/25	Chapter 6 Early Childhood The Social World	 Read Chapter 6 <u>Due by 10/5/25 (11:59pm):</u>  Chapter 6 Reading Quiz
Chapter 7 Module 10/5/25 – 10/12/25	Chapter 7 Middle Childhood Body and Mind	 Read Chapter 7 <u>Due by 10/12/25 (11:59pm):</u>  Chapter 7 Reading Quiz
Chapter 8 Module 10/12/25 – 10/19/25	Chapter 8 Middle Childhood The Social World	 Read Chapter 8 <u>Due by 10/19/25 (11:59pm):</u>  Chapter 8 Reading Quiz
Chapter 9 Module 10/19/25 – 10/26/25 Exam 2	Chapter 9 Adolescence Body and Mind Exam Alert Exam 2 is open for 4 days Exam 2 covers Chapters 5–8	 Read Chapter 9 <u>Due by 10/26/25 (11:59pm):</u>  Chapter 9 Reading Quiz  Exam 2 (opens Thursday, 10/24/24 at midnight)
Chapter 10 Module 10/26/25 – 11/2/25	Chapter 10 Adolescence The Social World	 Read Chapter 10 <u>Due by 11/2/25 (11:59pm):</u>  Chapter 10 Reading Quiz
Chapter 12 Module 11/2/25 – 11/9/25	Chapter 12 Adulthood Body and Mind	 Read Chapter 12 <u>Due by 11/9/25 (11:59pm):</u>  Chapter 12 Reading Quiz
Chapter 13 Module 11/9/25 – 11/16/25 Exam 3	Chapter 13 Adulthood The Social World Exam Alert Exam 3 is open for 4 days Exam 3 covers Ch 9, 10, 12, and 13	 Read Chapter 13 <u>Due by 11/16/25 (11:59pm):</u>  Chapter 13 Reading Quiz  Exam 3 (opens Thursday, 11/13 at midnight)

Modules & Dates	Topic & Notes	Assignments & Due Dates
Chapter 14 (& 15) Module 11/16/25 – 11/23/25	Chapter 14 & 15 Late Adulthood Body & Mind and The Social World	 Read Chapter 14 (& 15) <u>Due by 11/23/25 (11:59pm):</u>  Chapter 14 Reading Quiz (You can also turn in Chapter 15 and have nothing due next week, or turn in Chapter 15 by the end of Fall break! Choose your own adventure!)
Fall Break 11/23/25 – 11/30/25	Fall Break - No Class	ENJOY YOUR BREAK! (And/or  Read Chapter 15!) <u>Due by 11/30/25 (11:59pm):</u>  Chapter 15 Reading Quiz
Epilogue Module 11/30/25 – 12/7/25	Epilogue Death and Dying	 Read Epilogue (pgs. 491–514) <u>Due by 12/7/25 (11:59pm):</u>  Epilogue Reading Quiz
Back to the Future Module 12/7/25 – 12/14/25	Back to (Looking toward) the Future (Chapter 11)	 Read Chapter 11 <u>Due by 12/14/25 (11:59pm):</u>  Chapter 11 Reading Quiz
Finals Week 12/13/25 – 12/19/25	Final Exam No More Class Meetings! Exam Alert The Final Exam is open for 5 days and covers late adulthood and beyond (Chapters 14, 15, and the epilogue) and also Chapter 11!	Due by FRIDAY, 12/19/25 (11:59pm):  The Final Exam (opens Monday, 12/15, at midnight)

Situations Not Covered in the Syllabus

I will always do my very best to include and account for all possible scenarios in the syllabus -- but this document is not exhaustive and can't cover all situations. Therefore, I invite you to reach out if you have any questions and concerns and I will always do my best to clarify. This section also serves as a reminder that something not mentioned in the syllabus is not a loophole and will not be treated as such. I'm here to help -- please send me an inbox message or sign up for office hours if you have questions!

Changes to Syllabus

Please note that while I don't anticipate it, this syllabus is subject to change. If any substantive changes occur, I'll let you know via Canvas announcements immediately!

SF State Policies

Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

Disclosures of Sexual Violence (Title IX)

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <https://titleix.sfsu.edu>, emailing vpsaem@sfsu.edu, or calling (415) 338-2032. To disclose any such violence confidentially, contact:

- The SAFE Place – (415) 338-2208; http://www.sfsu.edu/~safe_plc/
- Counseling and Psychological Services Center – (415) 338-2208; psyservs.sfsu.edu

For more information on your rights and available resources, visit <http://titleix.sfsu.edu>.

Academic Integrity

Academic integrity, the ethical presentation of one's own work in accordance with the rules established for this class, is required. Instances of academic misconduct will be reported to the College in which the course is housed, the Division of Graduate Studies (if a graduate student), and the Office of Student Conduct with the report being kept in those offices until a student earns his/her degree. Any instances of cheating, deceit, fabrication, forgery, plagiarism, unauthorized altering of records or submitting false documents, unauthorized collaboration, unauthorized submission of work previously given credit, or other forms of academic misconduct will be assigned a grade penalty, likely an F or a grade of zero. Failing one or more assignments or examinations for reasons of academic integrity violations may result in a final class grade of F. Students may not withdraw from classes in which they have committed academic misconduct. Consequences for violations of academic integrity may exceed an F on the assignment, examination, or class as determined by the Academic Integrity Review Committee.

Members of our academic community have a responsibility to develop an awareness of academic integrity, to cultivate skills to realize honesty in academic and community work, and to sustain actively academic honor as a core value of our community. Students are expected to engage in behaviors that reflect well upon the university. In addition to attending to one's own actions, the Standards for Student Conduct require that students who witness academic dishonesty notify their faculty/instructor, department chair, or the Office of Student Conduct. Supporting academic integrity enhances the reputation of the University and the value attributed to degrees awarded by the University.